



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

848 North Mesa Dr, Mesa, AZ 85201

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Patricia A Estes
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-6
Web Address : www.mpsaz.org/eisenhow/
Phone Number : (480) 472-5200
Fax Number : (480) 472-5272
E-mail : paestes@mpsaz.org

Mission

A solid foundation of academic and social skills contribute to success in life. We believe that cultural diversity is enriching and vital to individuals and society. Our mission is to help students acquire knowledge to ensure their success in life.

School / Academic Goals

- ü Students will achieve annual yearly growth in reading, writing and math.
- ü Students will demonstrate effective reading, writing, listening and speaking skills.
- ü Students will become creative thinkers and problem solvers.

Enrollment

October 1, 2005 School Year Student Enrollment : 750
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 274

Eisenhower Elementary School

Instructional Programs

- ü Title I Program & Sheltered English Imme
- ü Full Day Kindergarten
- ü Family Tree Preschool/Adult Ed.
- ü Music/ PE/Art
- ü On-site Gifted Program
- ü Parent Center
- ü After School Tutoring
- ü Trendsetters Service Club

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Teachers will establish a climate of open communication with parents. Academic instruction, based on the Arizona State Standards, is monitored for individual students. All staff will help to provide a safe environment that is conducive to learning.

Parents

Parents can contribute to their child's education by: 1.Ensuring regular and on-time school attendance 2.Reading with their child 3.Attending parent teacher conferences held twice per year 4.Participating in school functions 5.Reading school newsletters and flyers.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AR Model Classroom	2005
ü Rodel Exemplary Teachers	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5547	80010	97	98	99	442	453	447	6	8	10	23	16	18	57	56	53	14	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2719	38935	98	98	99	439	452	447	9	8	9	26	17	19	51	56	55	13	19	17
Male	43	2828	40974	96	98	98	445	453	448	2	8	11	19	15	18	65	55	52	14	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	71	2182	34545	99	98	99	437	434	432	4	12	14	27	23	24	61	56	53	8	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	16	2783	35142	94	98	99	458	469	465	13	4	5	13	9	11	44	55	56	31	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	88	4902	69849	99	99	100	443	457	451	6	5	7	23	14	17	57	58	56	15	22	19
Limited English Proficient Students	22	877	14013	96	97	97	426	415	413	9	20	24	27	33	34	59	44	39	5	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	76	3005	39029	95	97	98	434	437	432	7	11	14	25	22	25	59	57	52	9	10	9
Non-Economically Disadvantaged	20	2542	40981	100	99	100	469	472	462	5	4	6	15	9	13	50	54	54	30	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5457	79438	97	97	98	455	457	451	1	7	9	30	21	24	59	60	56	9	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2686	38775	98	97	99	456	463	457	2	5	7	32	19	22	55	62	58	11	14	13
Male	43	2770	40560	96	96	97	453	452	446	NA	8	12	28	23	25	65	58	54	7	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	71	2140	34297	99	96	98	449	437	434	1	11	14	32	31	31	62	54	50	4	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	16	2744	34887	94	97	98	482	475	471	NA	3	4	25	13	15	38	65	63	38	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	88	4900	69850	99	99	100	456	461	456	1	5	7	31	20	23	58	62	59	10	13	12
Limited English Proficient Students	22	846	13856	96	93	96	429	411	407	NA	22	27	64	44	43	36	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	76	2946	38685	95	95	97	449	441	435	1	10	14	32	29	32	64	55	50	3	5	5
Non-Economically Disadvantaged	20	2511	40753	100	98	99	475	477	467	NA	3	5	25	12	16	40	65	62	35	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5524	79971	98	98	99	402	415	423	10	8	8	53	46	41	37	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2715	38974	100	98	99	415	429	437	7	5	5	46	40	33	46	53	57	NA	2	4
Male	43	2808	40895	96	97	98	386	402	410	14	11	10	60	53	47	26	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	71	2166	34481	99	97	99	400	399	410	10	12	10	59	53	46	31	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	17	2779	35150	100	98	99	401	429	437	12	5	5	41	41	35	47	52	56	NA	2	5
Students with Disabilities	10	645	10258	100	90	94	NA	373	377	NA	20	23	NA	54	51	NA	24	25	NA	1	1
Students without Disabilities	87	4879	69713	98	99	100	409	420	429	8	6	5	52	45	39	40	46	52	NA	2	3
Limited English Proficient Students	22	865	13985	96	95	97	371	371	382	18	22	18	68	56	54	14	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	77	2986	38994	96	97	98	398	401	409	10	11	10	57	52	47	32	36	41	NA	1	1
Non-Economically Disadvantaged	20	2538	40977	100	99	100	417	432	437	10	4	5	35	40	34	55	53	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5739	80147	98	98	99	477	498	482	6	6	11	19	13	17	55	48	49	19	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2849	39281	98	99	99	481	498	483	2	5	9	17	13	17	62	49	50	19	33	24
Male	46	2889	40780	96	98	98	475	497	482	11	7	12	20	12	17	50	48	48	20	32	24
African American	12	252	4249	100	98	99	459	478	464	NA	11	17	42	19	22	58	51	48	NA	19	13
Hispanic	64	2106	33494	96	98	99	481	479	466	5	9	15	20	18	23	53	55	49	22	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	15	2998	36122	100	98	99	482	514	501	13	4	5	NA	8	10	60	44	50	27	44	35
Students with Disabilities	12	657	10295	86	90	92	461	451	443	17	25	33	25	27	26	50	38	33	8	10	8
Students without Disabilities	82	5082	69852	100	99	100	480	503	488	5	4	7	18	11	16	56	50	51	21	35	26
Limited English Proficient Students	17	640	12722	94	96	97	433	449	441	18	19	27	47	31	33	35	45	37	NA	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	73	2944	38371	96	97	97	477	480	465	8	9	15	18	18	23	53	52	49	21	20	13
Non-Economically Disadvantaged	21	2795	41776	100	99	100	480	516	498	NA	3	6	24	7	11	62	45	49	14	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5655	79686	98	97	98	459	478	470	13	7	11	23	21	24	64	61	57	NA	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2823	39163	98	98	99	470	482	475	9	6	9	19	19	22	72	63	60	NA	12	10
Male	46	2831	40438	96	96	97	448	474	465	17	9	13	26	22	25	57	60	54	NA	10	7
African American	12	248	4228	100	96	98	450	465	458	8	11	15	42	23	28	50	61	53	NA	4	4
Hispanic	64	2071	33299	96	96	98	455	458	452	14	12	17	25	30	32	61	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	15	2959	35914	100	97	98	488	495	489	7	3	5	7	13	15	87	67	67	NA	17	14
Students with Disabilities	12	571	9808	86	78	87	438	440	432	25	25	35	25	35	32	50	35	30	NA	5	3
Students without Disabilities	82	5084	69878	100	99	100	462	482	475	11	5	8	23	19	23	66	64	61	NA	12	9
Limited English Proficient Students	17	617	12594	94	93	96	418	425	422	47	31	34	29	46	45	24	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	73	2879	38095	96	95	97	456	462	452	15	11	17	22	29	32	63	55	48	NA	5	3
Non-Economically Disadvantaged	21	2776	41591	100	98	99	468	495	486	5	3	6	29	13	16	67	67	65	NA	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5728	80372	97	98	99	459	476	475	5	3	4	42	31	30	53	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2841	39452	98	99	99	475	487	488	2	2	3	26	22	22	72	73	72	NA	3	3
Male	46	2887	40836	96	98	98	443	464	464	9	4	6	59	39	37	33	56	56	NA	1	1
African American	11	249	4264	100	97	99	461	470	465	NA	4	5	55	38	35	45	57	59	NA	2	1
Hispanic	64	2102	33608	96	98	99	452	460	462	8	6	6	44	38	36	48	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	15	2995	36213	100	98	99	483	487	489	NA	2	2	27	24	22	73	72	72	NA	3	3
Students with Disabilities	13	651	10526	93	89	94	432	428	427	15	13	15	38	53	53	46	32	31	NA	2	1
Students without Disabilities	80	5077	69846	98	99	100	463	481	482	4	2	3	43	28	26	54	68	69	NA	2	2
Limited English Proficient Students	17	637	12747	94	96	97	390	421	432	29	16	12	47	52	52	24	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	73	2941	38521	96	97	98	453	462	461	7	5	6	45	38	38	48	56	55	NA	1	1
Non-Economically Disadvantaged	20	2787	41851	100	99	100	479	491	489	NA	1	3	30	23	22	70	73	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	5603	79306	98	98	99	517	518	504	9	9	13	17	15	20	49	50	49	25	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2724	38845	96	98	99	507	518	505	9	8	11	23	16	20	48	51	50	20	26	18
Male	37	2879	40383	100	97	98	529	517	504	8	10	14	11	14	19	51	50	47	30	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	54	2000	32673	98	98	99	511	496	487	9	14	18	20	22	25	50	52	46	20	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	16	2974	36234	94	98	99	538	535	523	6	4	6	13	9	13	38	49	52	44	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	74	4981	69020	100	99	100	522	523	510	5	6	9	16	14	18	51	52	52	27	28	21
Limited English Proficient Students	12	601	10291	100	95	96	460	462	458	25	34	38	58	33	34	17	31	26	NA	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	72	2874	37437	97	97	97	513	499	486	10	13	19	19	21	26	47	51	46	24	14	9
Non-Economically Disadvantaged	NC	2729	41869	NC	98	100	NC	538	521	NC	4	7	NC	9	14	NC	49	51	NC	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	5547	79000	98	97	98	483	496	489	10	7	10	25	20	24	63	62	58	2	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2710	38774	96	98	99	477	501	494	14	5	7	30	19	22	57	63	61	NA	12	10
Male	37	2837	40150	100	96	98	490	492	485	5	9	12	19	21	25	70	61	55	5	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	54	1963	32508	98	96	98	475	476	472	15	12	15	28	31	33	56	53	49	2	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	16	2962	36135	94	97	98	508	513	508	NA	3	4	19	12	14	75	69	67	6	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	74	4978	69009	100	99	100	487	500	495	7	5	6	23	19	22	68	65	62	3	12	10
Limited English Proficient Students	12	573	10199	100	91	95	435	441	439	50	33	35	33	46	47	17	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	72	2829	37234	97	96	97	479	478	472	11	11	15	28	29	33	58	55	50	3	4	3
Non-Economically Disadvantaged	NC	2718	41766	NC	98	99	NC	515	505	NC	2	5	NC	11	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5609	79611	100	98	99	448	490	496	14	7	7	61	43	37	24	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2732	39016	100	98	99	441	505	511	13	4	4	72	34	29	15	61	66	NA	1	1
Male	37	2877	40519	100	97	98	458	476	482	16	9	10	49	51	44	35	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	55	2001	32855	100	98	99	436	470	481	18	11	10	65	51	43	16	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	17	2984	36380	100	98	99	483	504	511	6	4	4	47	36	30	47	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	74	4970	68947	100	99	100	460	496	504	8	5	4	65	41	34	27	54	61	NA	0	1
Limited English Proficient Students	12	599	10362	100	95	97	384	415	438	42	30	22	58	56	57	NA	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	74	2874	37626	100	97	98	443	472	479	16	10	10	64	51	45	20	38	45	NA	1	0
Non-Economically Disadvantaged	NC	2735	41985	NC	99	100	NC	508	511	NC	3	4	NC	34	30	NC	63	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5505	79327	99	98	98	504	531	518	25	12	19	22	16	20	45	50	46	8	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2626	38961	98	98	98	502	532	520	30	11	16	20	17	20	40	51	48	10	21	16
Male	48	2875	40295	100	98	97	505	531	516	21	13	21	23	16	19	50	48	44	6	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	68	1926	32327	100	98	98	502	510	499	24	18	27	21	23	25	50	49	41	6	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	12	2984	36373	92	99	98	512	549	538	25	7	10	33	11	14	17	51	52	25	31	25
Students with Disabilities	10	587	9321	91	89	87	NA	473	467	NA	44	54	NA	23	22	NA	27	21	NA	5	3
Students without Disabilities	78	4918	70006	100	99	100	509	537	524	19	8	14	22	15	19	50	53	49	9	24	18
Limited English Proficient Students	16	525	9431	94	95	95	464	475	466	63	40	53	19	30	27	13	29	18	6	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	71	2687	37097	99	97	97	502	511	498	24	18	27	23	21	25	48	49	41	6	11	7
Non-Economically Disadvantaged	17	2818	42230	100	99	99	511	550	535	29	6	11	18	11	15	35	50	50	18	32	24

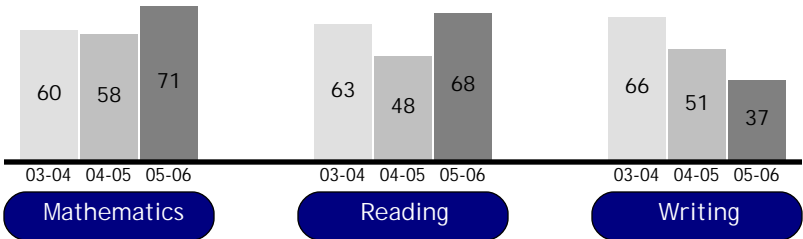
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5447	79501	99	97	98	482	506	497	13	6	10	34	20	25	53	68	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2606	39062	98	98	99	478	510	502	18	5	8	30	19	23	53	70	64	NA	6	5
Male	48	2837	40368	100	97	98	486	503	491	8	8	13	38	22	27	54	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	68	1887	32389	100	96	98	481	488	478	15	10	16	32	31	34	53	58	48	NA	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	12	2973	36446	92	98	99	487	521	516	8	4	4	42	12	15	50	76	73	NA	8	7
Students with Disabilities	10	532	9411	91	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	78	4915	70090	100	99	100	486	510	502	12	4	7	31	19	24	58	72	65	NA	6	5
Limited English Proficient Students	16	496	9401	94	90	94	444	450	443	44	28	40	38	51	46	19	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	71	2646	37183	99	96	97	479	489	479	14	10	16	35	29	34	51	59	49	NA	2	1
Non-Economically Disadvantaged	17	2801	42318	100	98	99	497	522	513	6	3	5	29	12	17	65	76	70	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5492	80000	100	98	99	548	565	564	3	3	3	13	10	11	79	77	75	4	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2626	39288	100	98	99	542	580	579	7	2	2	10	5	6	76	78	77	7	15	16
Male	48	2862	40644	100	97	98	552	552	549	NA	4	4	17	14	15	81	76	74	2	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	69	1917	32672	100	97	99	543	548	548	4	4	4	13	13	14	77	77	76	6	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	12	2977	36602	92	98	99	558	578	579	NA	2	2	17	8	7	83	77	75	NA	14	16
Students with Disabilities	11	585	9919	100	88	93	521	497	505	NA	11	9	27	34	35	73	51	54	NA	5	2
Students without Disabilities	78	4907	70081	100	99	100	551	572	571	4	2	2	12	7	7	79	80	79	5	11	12
Limited English Proficient Students	17	517	9571	100	93	96	479	490	502	18	14	10	24	29	29	59	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	72	2675	37534	100	97	98	545	547	547	4	4	4	11	14	15	82	77	76	3	5	5
Non-Economically Disadvantaged	17	2817	42466	100	99	100	561	582	578	NA	1	2	24	7	7	65	77	75	12	15	16

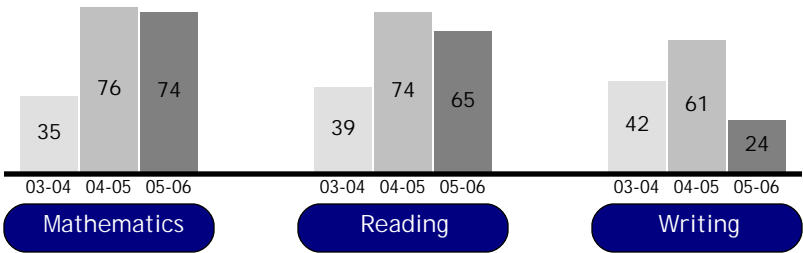
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	53	NA	58	97	46	50	47	98	43	50	46
	Language	91	30	53	50	97	46	49	47	98	37	50	48
	Mathematics	95	50	71	64	98	44	54	50	98	39	56	52
3	Reading	98	43	NA	55	100	30	50	44	97	44	52	46
	Language	100	50	63	61	100	33	49	44	99	46	48	46
	Mathematics	100	57	66	61	100	37	55	51	97	52	56	52
4	Reading	94	44	NA	56	99	45	52	48	97	46	58	52
	Language	98	40	55	52	99	42	52	49	99	44	58	52
	Mathematics	98	54	68	61	100	48	59	53	97	50	67	58
5	Reading	99	42	NA	55	98	51	55	50	96	52	61	56
	Language	100	36	55	49	98	50	55	50	99	48	59	54
	Mathematics	100	52	71	63	97	49	54	49	96	56	59	52
6	Reading	95	51	NA	56	100	45	58	51	100	52	63	56
	Language	96	46	55	48	100	40	54	47	100	41	58	50
	Mathematics	97	59	76	66	100	47	62	52	100	54	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Eisenhower Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Homework
- Ü Attendance
- Ü Uniforms
- Ü School Calendar

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	41.50
Other Professional Staff	2.00	Teacher Aide	56.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	6	8	0	0
10 or more years	10	16	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	82
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü PC Lab
- Ü Media Center
- Ü Parent Center
- Ü Full Day Kindergarten

Extracurricular Activities

- Ü Student Council
- Ü Trendsetters
- Ü Band, Orchestra
- Ü Sports, Pom and Cheer Club
- Ü EGEN - TV Station
- Ü Computer Club

Social Services

- Ü Prenatal/Parenting Assis.
- Ü Breakfast Program
- Ü GED Classes, Adult Education
- Ü Counseling Services
- Ü Uniforms
- Ü Glasses
- Ü Dental program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Three teachers distinguished as Rodel Exemplary Teachers for outstanding student achievement and excellent instruction to Arizona's students (2005-06). They commit to supervising and mentoring 6 Rodel Promising Student Teachers over the next 3 years.
- ü One teacher nominated for Rodel Exemplary Teacher award.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Eisenhower parents voted to implement school uniforms to assist in creating a healthy school environment. Students will be required to wear uniforms beginning the 2004-2005 school year. Emergency procedures and Safety Plans are in place for fire drills, lock-downs and evacuations. Practice drills are held on a routine basis to ensure students and staff members are familiar with emergency procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patricia A. Estes	(480) 472-5200
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Mary Patton	(480) 472-5233
School Nutrition Programs	Beverly Snitzer	(480) 472-5200
Parent Organization	SIAC/PTO	(480) 472-5200
Student Health/Nurse	Marlene Clark	(480) 472-5255

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 759 Copies = \$295.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.